

SES Applications for 2012-2013

Idaho will submit an ESEA Flexibility Plan in February 2012. In the Idaho Flexibility Plan current Supplemental Educational Services (SES) will be replaced by Supplemental Tutoring Services (STS) in the lowest performing schools. These schools and districts will be required to work with vendors to provide services that best meet the needs of their students and align with district curriculum and instruction. **Therefore, the Idaho State Department of Education (ISDE) will not maintain a list of approved providers and will not be accepting new or renewal applications in the spring of 2012.** If during the approval process there are changes to the ESEA Flexibility Plan that effect SES and require the ISDE to maintain a list of approved SES providers, then currently approved SES providers will be notified by email and the information will be posted on the ISDE website. Below is an excerpt from the draft of the Idaho Flexibility Plan that describes STS and the transition plan (*Section 2 of the Idaho State Department of Education ESEA Flexibility Request Draft 02/07/2012*). The complete plan can be found at: <http://www.sde.idaho.gov/site/assessment/FederalReq/>. If you have questions concerning SES, please contact Deb Pfost at pfosdebr@isu.edu

Supplemental Tutoring Services

Supplemental Tutoring Services (STS) will take the place of Supplemental Education Services (SES) and will be required in all One and Two Star schools and districts. STS shall be defined as additional academic support provided to eligible students¹² to enable them to catch up or keep up to standards and expectations in core academic content areas. This may include social and emotional support mechanisms, provided that they are strategically linked back to core academic content subjects in a meaningful way. Addition academic supports through STS must be provided in such a way as to extend learning time beyond the regular school day. Therefore, STS must occur outside of the time allotment that counts toward Average Daily Attendance. This may be before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes (e.g., lunchtime tutoring services). STS services must be provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth (e.g., certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance).

STS differs from SES in that the school district has the obligation to design and provide the services and is not required to offer services through a list of multiple external providers. School districts must put out a request for proposals (RFP) and select at least one external provider in order to design and deliver STS services that aligns with the district's and school's improvement plans. The district must select such providers through its standard procurement policies in order to promote fair business practices. The state will no longer maintain a list of approved providers; rather, the district is expected to exercise sound judgment in the selection of external STS partners. (ISDE will monitor STS plans as part of its review process for the district and school.) If no proposals are received that satisfactorily meet the district's RFP requirements, the district may develop a plan in which, pending ISDE approval, the district may provide its own STS services.

Supplemental Tutoring Services must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks¹³ (i.e., 56 hours of additional learning time). A school or district may cease services before this time at the request of the student's family. If a student demonstrates he or she is proficient in the subject area of the tutoring before the 56 hours are finished, a school or district may present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that services are no longer needed. However, it is the family's final decision regarding whether or not to continue services the entire length of time.

Funding of STS will be differentiated based on the context of each district and school. As mentioned elsewhere, STS will only be a requirement in One and Two Star Schools, but districts may choose to offer STS voluntarily in other categories. Districts will be required to set aside 10 percent of their district allocation of Title I-A funds for Choice and Supplemental Tutoring Services. If the district or any of its schools is in the One and Two Star categories; it may substitute, if documented in the CFSGA, the use State, local, or other appropriate grant funds (e.g., 21st Century Community Learning Center grants) equal to this amount in order to meet this requirement. Because the performance of students in non-Title I funded schools contributes to the overall performance and accountability of the district, districts may use the 10 percent setaside to meet the tutoring obligations for eligible students in non-Title I funded schools¹⁴. If a district meets its obligations for school choice and STS, it may reduce its set-aside according to rules defined in Attachment 12.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013. However, in order to transition to the new accountability system, any district or school that currently is required to offer supplemental education services (SES) may immediately take advantage of the flexibility described by the definition of supplemental tutoring services (STS) in this waiver. In other words, any school in improvement year two, corrective action, or restructuring must continue to offer additional academic support to students in the form of STS and may meet its obligation under the new definition for eligibility and set-asides outlined in this waiver application.

¹³ The State may adjust the required hours for tutoring up or down as it learns about implementation practices.